

ANDERSON 1 SCHOOL DISTRICT

801 North Hamilton Street
Williamston, S.C. 29697

GRADES PK-12

ENROLLMENT 7,947 Students

SUPERINTENDENT Dr. Wayne Fowler 864-847-7344

BOARD CHAIR Mr. Fred Alexander 864-947-9346

FISCAL AUTHORITY District Board/County Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Districts with Students like Ours

Excellent

Good

Average

Below Average Unsatisfactory

2

5

0

0

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This district met 29 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes

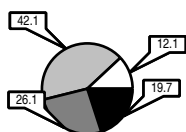
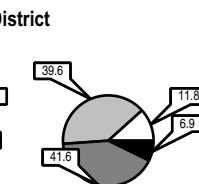
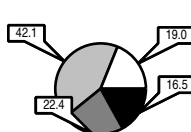
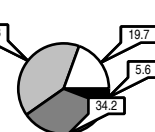
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Mathematics****English/Language Arts****Districts with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	86.4	N/A	N/A	82.0	N/A	N/A
Passed 1 subtest	7.5	N/A	N/A	9.9	N/A	N/A
Passed no subtests	6.1	N/A	N/A	8.1	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	18.3	20.3
Seniors who met the SAT/ACT requirement	18.3	21.1
Seniors who met the grade point average	70.8	53.7

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	3,795	99.7	11.8	39.7	41.6	6.9	48.5
Gender							
Male	1,959	99.7	15.8	41.0	38.7	4.5	43.2
Female	1,836	99.7	7.5	38.3	44.8	9.4	54.2
Racial/Ethnic Group							
White	3,379	99.8	10.8	39.2	42.6	7.3	50.0
African-American	288	99.3	20.4	44.3	32.5	2.7	35.3
Asian/Pacific Islander	25	96.0	4.5	40.9	45.5	9.1	54.5
Hispanic	89	97.8	24.1	45.6	27.8	2.5	30.4
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,227	99.8	7.9	38.8	45.5	7.8	53.3
Disabled	568	99.5	34.9	45.0	18.7	1.4	20.1
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	3,794	99.7	11.8	39.7	41.6	6.9	48.5
English Proficiency							
Limited English Proficient	57	94.7	32.6	43.5	21.7	2.2	23.9
Non-Limited English Proficient	3,738	99.8	11.5	39.7	41.9	6.9	48.8
Socio-Economic Status							
Subsidized meals	1,361	99.4	18.0	48.5	31.2	2.4	33.6
Full-pay meals	2,432	99.9	8.6	35.2	47.0	9.2	56.2
Mathematics							
All Students	3,796	99.8	12.1	42.1	26.1	19.7	45.8
Gender							
Male	1,960	99.8	13.2	40.2	26.1	20.6	46.7
Female	1,836	99.8	11.0	44.2	26.1	18.8	44.9
Racial/Ethnic Group							
White	3,380	99.8	11.0	41.4	26.6	20.9	47.6
African-American	288	100.0	24.9	48.2	19.8	7.0	26.8
Asian/Pacific Islander	25	96.0	4.5	27.3	22.7	45.5	68.2
Hispanic	89	100.0	16.0	51.9	25.9	6.2	32.1
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,228	99.8	7.3	40.8	29.3	22.5	51.8
Disabled	568	100.0	40.3	49.6	7.2	2.9	10.1
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	3,795	99.8	12.1	42.1	26.1	19.7	45.8
English Proficiency							
Limited English Proficient	57	98.3	18.8	60.4	16.7	4.2	20.8
Non-Limited English Proficient	3,739	99.8	12.0	41.9	26.2	19.9	46.1
Socio-Economic Status							
Subsidized meals	1,362	99.6	19.2	50.7	20.2	9.9	30.1
Full-pay meals	2,432	99.9	8.4	37.7	29.1	24.8	53.9

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	605	99.7	5.2	33.9	52.3	8.6	60.9
	Grade 4	591	99.7	11.1	46.2	40.5	2.2	42.7
	Grade 5	611	99.7	16.5	56.0	25.6	1.9	27.6
	Grade 6	674	99.9	19.1	38.6	33.2	9.1	42.4
	Grade 7	600	99.2	11.8	48.4	34.8	5.1	39.9
	Grade 8	653	99.8	17.7	51.8	25.3	5.2	30.5
2004	Grade 3	597	99.3	6.0	25.6	56.0	12.4	68.4
	Grade 4	633	99.8	8.0	42.2	45.1	4.7	49.8
	Grade 5	605	100.0	11.1	52.7	34.1	2.2	36.2
	Grade 6	639	99.7	19.6	39.0	33.9	7.6	41.5
	Grade 7	700	99.7	13.0	45.4	35.5	6.1	41.6
	Grade 8	629	99.7	17.3	44.3	31.6	6.8	38.4

Mathematics								
2003	Grade 3	605	100.0	8.2	48.0	26.5	17.2	43.7
	Grade 4	591	100.0	11.1	47.7	24.7	16.5	41.2
	Grade 5	611	100.0	14.5	48.4	25.7	11.4	37.1
	Grade 6	674	99.9	10.9	33.8	32.2	23.2	55.4
	Grade 7	600	100.0	14.8	32.0	24.1	29.1	53.2
	Grade 8	653	100.0	17.9	45.0	22.2	14.9	37.2
2004	Grade 3	597	99.7	10.8	57.4	25.3	6.5	31.8
	Grade 4	633	100.0	9.8	45.0	24.4	20.8	45.2
	Grade 5	605	100.0	14.4	48.7	23.3	13.6	36.9
	Grade 6	639	99.7	10.6	33.0	30.8	25.7	56.5
	Grade 7	700	99.9	15.7	34.8	21.8	27.7	49.5
	Grade 8	629	99.7	16.9	38.2	27.2	17.7	44.9

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	584	98.6	7.7	20.6	34.5	37.2	71.7
Gender							
Male	301	97.7	10.9	22.1	31.9	35.1	67.0
Female	283	99.6	4.3	19.1	37.2	39.4	76.5
Racial/Ethnic Group							
White	529	98.9	6.8	19.4	34.2	39.5	73.8
African-American	40	100.0	17.9	33.3	33.3	15.4	48.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	522	99.4	3.4	19.4	37.0	40.3	77.3
Disabled	62	91.9	46.4	32.1	12.5	8.9	21.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	584	98.6	7.7	20.6	32.0	37.2	71.7
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	582	98.6	7.5	20.7	34.6	37.3	71.8
Socio-Economic Status							
Subsidized meals	142	97.2	16.4	31.3	30.6	21.6	52.2
Full-pay meals	440	99.1	4.9	17.3	35.7	42.1	77.8

Mathematics							
All Students	584	98.3	11.4	17.9	32.0	38.8	70.7
Gender							
Male	301	97.3	13.0	13.4	32.7	40.8	73.6
Female	283	99.3	9.8	22.5	31.2	36.6	67.8
Racial/Ethnic Group							
White	529	98.5	10.2	17.5	32.0	40.3	72.3
African-American	40	100.0	30.8	25.6	28.2	15.4	43.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	522	99.2	6.1	18.0	32.9	43.0	75.8
Disabled	62	90.3	60.0	16.4	23.6	N/A	23.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	584	98.3	11.4	17.9	32.0	38.8	70.7
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	582	98.3	11.4	17.7	32.0	38.8	70.8
Socio-Economic Status							
Subsidized meals	142	96.5	23.3	27.1	27.8	21.8	49.6
Full-pay meals	440	98.9	7.7	15.0	33.3	44.0	77.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	487	97.1%	415	18.3%	498	81.7%	N/A
Gender							
Male	241	96.3%	200	20.5%	247	78.5%	
Female	246	98.0%	215	16.3%	251	84.9%	
Racial/Ethnic Group							
White	453	97.8%	385	19.2%	457	82.5%	
African American	28	92.9%	26	0.0%	35	77.1%	
Asian/Pacific Islander	2	I/S	3	I/S	2	I/S	
Hispanic	4	I/S	1	I/S	4	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	441	97.7%	377	20.2%	436	86.0%	
Disabilities other than speech	46	91.3%	38	0.0%	62	51.6%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	483	97.1%	415	18.3%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	2	I/S	
Non-LEP	487	97.1%	415	18.3%	494	82.4%	
Socio-Economic Status							
Subsidized meals	58	91.4%	67	22.4%	95	62.1%	
Full-pay meals	428	97.9%	348	17.5%	403	86.4%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	97.1%	95.6%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	498	1,280
Number of Diplomas	407	1,011
Rate	81.7%	79.4%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	507	496	505	505	1012	1001
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.6	20.7	19.5	20.8	19.5	21.6	20.0	20.6	19.8	21.0
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 7,947)				
First graders who attended full-day kindergarten	97.4%	N/C	96.0%	97.2%
Retention rate	2.9%	Down from 3.1%	3.3%	5.3%
Attendance rate	96.5%	Up from 96.0%	96.5%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.0%		4.4%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%		4.0%	5.1%
Eligible for gifted and talented	22.3%	Up from 21.6%	18.3%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Up from 9.9%	9.7%	10.9%
Older than usual for grade	1.9%	Down from 2.1%	3.3%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 1.3%	1.1%	1.1%
Enrolled in AP/IB programs	16.5%	Up from 13.5%	17.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	88	Down from 197	337	157
Completions in adult education GED or diploma programs	45	Down from 61	127	39
Annual dropout rate	3.5%	Up from 3.2%	4.1%	2.9%
Teachers (n= 468)				
Teachers with advanced degrees	53.8%	Up from 50.4%	54.4%	50.0%
Continuing contract teachers	82.3%	Up from 79.7%	85.2%	84.6%
Highly qualified teachers**	94.8%	N/A	92.8%	92.5%
Teachers with emergency or provisional certificates	1.5%		3.2%	4.4%
Teachers returning from previous year	91.4%	Up from 90.0%	91.4%	89.9%
Teacher attendance rate	96.1%	Down from 96.2%	95.7%	94.7%
Average teacher salary	\$41,364	Up 2.2%	\$41,364	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.1%	0.3%
Prof. development days/teacher	8.3 days	Up from 5.0 days	10.3 days	12.0 days
District				
Superintendent's years at district	16.0	Up from 15.0	4.0	3.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.8 to 1	22.8 to 1	21.0 to 1
Prime instructional time	92.4%	Up from 92.2%	90.8%	89.5%
Dollars spent per pupil*	\$6,043	Down 3.3%	\$6,516	\$7,217
Percent of expenditures for teacher salaries*	56.4%	Down from 57.3%	57.9%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	98.1%	Down from 98.4%	98.1%	97.3%
Number of schools	14	No change	20	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	Down from 0.4%	5.4%	4.3%
Average age in years of school facilities	24	Down from 25	21	26
Number of schools with SACS accreditation	14	No change	16	8
Average administrator salary	\$71,540		\$69,921	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	10.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

In times that seem "the only constant is change," our district reflects this as we adjust to changes in local administration and the ever changing policies of "No Child Left Behind." Our basic tenets and beliefs have not changed, as the mission of Anderson School District One, in partnership with students, parents, and community, is to develop well-rounded, productive members of society by providing challenging and diverse educational experiences, which meet individual needs and capitalize on the unique qualities of everyone. Our main goal is the accomplishment of this mission.

We work to accomplish this goal by: Providing a standards-based instructional program for all PreK-12 students; providing a safe and effective learning environment for all children; recruiting, hiring, and retaining the very best professional and support staff; providing the best possible professional development opportunities for the staff; seeking additional funding for the district through federal, state, and local grants; being good stewards of the funds provided to the district by the citizens and businesses of the district communities; meeting and exceeding the expectations of the communities and our patrons; reflecting and reinforcing the character and values of the district communities. Progress noted in the 2003-2004 school year: District ranked among top ten districts in the state in academic achievement; all schools have after-school or extended day learning opportunities with seven hosting 21st Century Community Learning Centers; high school participation in Smaller Learning Communities academy concept with Wren High School Freshman Academy having opened this year and construction of an addition to the Palmetto High School Freshman Academy having begun; three schools recognized as National Service Learning Leader School sites; three schools recognized as Exemplary Writing Schools; all schools participated in Schools of Promise program ; four schools recognized as Red Carpet Schools; forty seven (47) teachers have achieved National Board Certification; over 99% of professional staff achieved technological proficiency; district-wide reading initiative featuring courses, seminars, and workshops for teachers; employee and community wellness initiative, Health Smart; Pelzer and Hunt Meadows recognized by the SC EOC for "closing the academic achievement gap"; Palmetto Middle recognized as a Palmetto's Finest Award winner; Wren Elementary recognized as a Palmetto's Finest Award finalist; five Palmetto Gold Award winning schools.

Anderson One's organizational culture reflects the values of its communities... excellence, high expectations, high achievement, and a willingness to work well together for the good of the individual and the communities.

Dr. R. Wayne Fowler, Superintendent